DOCUMENT RESUME

ED 110 929 95 CS 002 073

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TITLE Specification of the Model 3 General Lexicon.
INSTITUTION Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO SWRL-TN-2-72-30
PUB DATE Jun 72
NOTE 30p.; See related documents CS 002 071-074

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Child Language; *Communication Skills; Content Analysis; *Dictionaries; Elementary Education; Language Skills; Language Usage; Program Content; Program Development; *Reading Programs; *Word Lists
IDENTIFIERS *Model 3 Communication Skills Program

ABSTRACT

The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures followed in the specification and generation of the second component of the Model 3 communication skills lexicon, the general lexicon. The general lexicon is defined as those words learned by children in K-6. Explanations are provided for minor revisions of the inclusion-exclusion criteria defined in Cronnell's "Inclusion-Exclusion Criteria for the Model 3 Communication Skills Lexicon" (1971). The unavailability of a comprehensive source of up-to-date vocabulary is discussed; the procedures employed to compile such a source are detailed. Separate lists are included for literary, fictional, and historical names; geographical names; and phrases. (Author/RB)

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DATE: June 16, 1972

NO: TN-2-72-30

SPECIFICATION OF THE MODEL 3 GENERAL LEXICON

Mary Rhode

ABSTRACT

This report documents the procedures followed in the specification and generation of the second component of the Model 3 communication skills lexicon, the general lexicon. Explanations are provided for minor revisions of the inclusion-exclusion criteria defined in Cronnell (1971b). The unavailability of a comprehensive source of up-to-date vocabulary is discussed; the procedures employed to compile such a source are detailed. Separate lists are included for: literary, fictional, and historical names, geographical names, and phrases.

CS 002 073

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SPECIFICATION OF THE MODEL 3 GENERAL LEXICON

Mary Rhode

The second stage in the design of the Model 3 communication skills lexicon is the identification of the general lexicon. The first stage was the specification of the entry lexicon (Rhode, 1972), which is that set of words known by children entering kindergarten. The entry lexicon forms the base for all communication skills instruction. The general lexicon has been defined (Cronnell, 1971a, p. 7) as "those words learned by children after entering kindergarten and by the end of the sixth grade." This paper, however, does not include the list of general lexicon words, since the purpose is to report on procedures used to generate the lexicon and to update the inclusion-exclusion criteria. Further, the general lexicon will not be decisively determined until the technical lexicon has been completed. Those words that are specified for the technical lexicon and are not commonly used in nonacademic activities will be deleted from the current list of general lexicon words. Because some sources that were used contain words that will be placed in the technical lexicon, deletions will have to be made. Therefore, the completed general list will be placed in circulation at a later date when technical words have been deleted. However, this paper does include certain specialized lists:

Appendix A	Literary, Fictional and Historical Names	17 entries
Appendix B	Geographic Names	281 entries
Appendix C	Phrases	172 entries

SOURCES AND PROCEDURES

Eight sources of words were used to obtain the general lexicon (see Cronnell 1969 and 1971b); these sources and their criteria are summarized in Table 1 (p. 4). The first was comprised of items which occurred in only one entry lexicon source, and therefore did not meet the criterion for inclusion on the entry list.

The second source, Rinsland (1945), remains the most comprehensive study of the vocabulary of children in the United States. It was obtained from all types of children's writings,[1] grades 1-8. Words from Rinsland were listed if they had a total frequency of four or more, with at least one occurrence at two different grade levels. Also, words were included with a total frequency of four or more, all in grade 8. In addition to the criteria specified by Cronnell (1971b, pp. 9,10,16), another inclusion criterion was defined when some items were found with relatively high frequencies, all in one grade level, but below grade 8: i.e., words with a total frequency of 11 or more, occurring at only one grade level, 1-7.

The third source, Murphy and others (1957), summarizes several studies in which only oral vocabulary in grades K-3 was recorded. Because it is unique in its representation of children's oral speech, Murphy and others was used as a source for both the entry lexicon (Rhode, 1972) and the general lexicon. As originally specified, all words, grades 1-3, were to be included in the general lexicon. This was revised to include words with a total cumulative frequency of five, grades K-3, allowing such items as advise, aircraft, breeze, and life buoy to be specified for the general lexicon.

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[1] "Because of the limited writing ability and experience of the first-grade children, it was necessary to secure written reports of their conversation, in school and outside." (Rinsland, 1945, p. 8)

TABLE 1

SUMMARY OF GENERAL LEXICON SOURCES

Source	Inclusion Criteria
Entry lexicon	all words occurring only once
Rinsland (1945)	a. words with a total cumulative frequency of 4 or more, with at least one occurrence at two different grade levels
	b. words with a frequency of 4 or more in grade 8
	c. words with a frequency of 11 or more at only one grade level, 1-7
Murphy and others (1957)	words with a total cumulative frequency of 5 or more, grades K-3
Durr (1970)	all words
Jacobs (1967)	all words
Green et al. (1958)--Grade 5	all words
Green et al. (1958)--Grade 6	all words
Contemporary words	words compiled by two staff members and included by agreement of half of the outside reviewers

For the next four sources, Durr (1970), a study of reading vocabulary in library books, Jacobs (1966), a study of children's written word lists, Green et al. (1958), grade 5, and Green et al. (1958), grade 6, studies of reading vocabulary in textbooks, the inclusion criteria were not changed; i.e., all words were included.

The last source is a study of contemporary words. As specified by Cronnell (1971b), McCann (1955) and Browning (1957) were screened by Activity staff and a combined set of these items (172 words and phrases) was reviewed by six people[2] outside of the Activity in order to produce a collection of "new words." However, it was felt that the resulting list was too limited and not a good representation of up-to-date vocabulary. Since no adequate current study has been published, and one is needed in order to make the general lexicon contemporary, Activity staff undertook a project to combine several recent representative and valid compilations into one comprehensive study.

The first reference used was a dictionary (Berg, 1953) which represents an effort to collect all lexical items that were reflections of vocabulary growth and change: neologisms, acronyms, new phrases, new meanings added to old words, etc. The author did not restrict himself only to oral or to written language, but recorded new items wherever and whenever he encountered them. Because the study was made in England and represents vocabulary from all age levels, some additional inclusion-exclusion criteria were established for selection of words by Activity staff (see Table 2, p. 6). These criteria were used with all subsequent reviews of new words.

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[2]The following people generously contributed their time and effort to the editing of the combined McCann/Browning list: Rosalie Bennett, Hattie Coatney, Pauline Griffin, Steve Hackbarth, Jim Mineo, and Patricia Valdivia.

TABLE 2

ADDITIONAL INCLUSION-EXCLUSION CRITERIA FOR NEW WORDS

1. Exclude words where only the listed meaning is new and where there is another meaning, older but common (e.g., phantom and profile).

2. Include words where the listed meaning is the only or primary meaning in use by children today (e.g., parka and penicillin).

3. Exclude words not believed to be known by contemporary K-6 American children.

4. Include phrases and proper nouns based on the above criteria.

5. Exclude words which are new only in their uses as other parts of speech, not in their forms or meanings (e.g., audition as a verb).

The second reference consulted was also a glossary of new words and new word uses (Reifer, 1955). No information could be found concerning either the sources for the material or the procedures followed in compiling the dictionary. However, it is a valuable study of relatively new terms.

The third reference was a list of "New Words and Phrases" found in the *New York Times Encyclopedic Almanac 1972* (pp. 428-430, hereafter referred to as *The Almanac*). These were also new words and phrases plus new meanings for older terms, and were prepared by the lexicographical staff of the World Publishing Company.

Since the references used were dictionaries rather than records of oral or written language, editing procedures were established in order to obtain a list of words that are actually in use by K-6 children today (see Table 3, p.8). The initial procedures followed by Activity staff produced a combined list of 868 items. After this list had been edited by eight people[3] outside the Activity and the agreement frequency criterion applied, a list of 524 items remained, approximately 60% of the list that was sent out for review. These newer expressions should be helpful in the development of a contemporary communication skills program (e.g. ad-lib, carport, deadline, emcee, litterbug, missile, smog, T-shirt, and underpass, to name a few).

As helpful as it is hoped these words will be, the study is not comprehensive enough. Not wanting to compromise quality and thoroughness, staff is postponing a final compilation and description of the results

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[3]The following people generously contributed their time and effort to the editing of the master list: Sue Beasley, Betty Berdiansky, Susan Baker, Jacqueline Maeder, Patricia Milazzo, Jim Mineo, Linda Oliver, and Lee Trithart.

TABLE 3

EDITING PROCEDURES FOR NEW WORDS

A. For each source:

1. Have two Activity staff members review all words,[1] listing only those which are in current use by K-6 children.

2. Compare the two lists for agreement; have each staff member reconsider the inclusion of words that lacked agreement.

3. Combine the two resulting lists.

B. For combined sources:

1. Combine lists obtained above into one alphabetical list.

2. Have combined list edited by other SWRL staff members selected for their knowledge of children's contemporary vocabulary.

3. List with words from other sources (i.e., Rinsland, Murphy, etc.) all terms agreed upon by half of the outside reviewers.

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[1]The inclusion-exclusion criteria in Cronnell (1971b) and the additional criteria in Table 1 were applied in the initial editing by staff.

obtained. We will continue to be alert to any new compilations of modern vocabulary. The items obtained from this study constitute the last of the eight sources for the general lexicon.

The final general lexicon was obtained by including those words which occurred in two or more of the above sources. Words already listed in the final entry lexicon were excluded. Also observed were the criteria specified in Cronnell (1971b, pp. 12,13), for adding words from only one source.

The principal authorities consulted were the two dictionaries: *The American Heritage Dictionary of the English Language* (1969, hereafter referred to as *The AHD*) and *Webster's Seventh New Collegiate Dictionary* (1967, *Webster's*). Because *The AHD* is more recent and lists many new items, it was consulted first.

PROPER NOUNS

Proper nouns fell into the following categories: names referring to people, geographic names, trade names, and holidays. The capitalization necessary for some words and phrases was not used as a criterion for exclusion from the general lexicon. Some capitalized forms appeared in the entry lexicon: e.g., America, God, and one-word names of holidays, months, and days of the week. Some are also in the general lexicon: e.g., Bible, Capitol, Catholic, Mountie, and Sabbath. Others are in the general lexicon phrase list: e.g., Cub Scout, United Nations, and phrase names of holidays, etc.

LITERARY, FICTIONAL, AND HISTORICAL NAMES (APPENDIX A)

When it was discovered that the sources produced a rather small set of proper nouns, the inclusion criteria intended for them (Cronnell, 1971b, p. 14) were not used. All but Rinsland, Murphy and others, and Green et al. omitted proper names. Since the Green et al. study of textbook material included eleven (p. 34) social studies books, almost half of the proper nouns were historical names. They are not words that are in general use and will probably be included in the lists of technical words to be edited by professional evaluators. Because of this imbalance of historical names, it was decided to add an exclusion criterion for proper nouns: i.e., all items found only in the fifth and sixth grades of Green et al. studies were excluded. Otherwise, the same inclusion criterion applied to all general lexicon items was also used for proper nouns (i.e., occurrence in two sources). This allowed for the inclusion of a few historical names that do seem to be in general use: e.g., Christopher Columbus, Abraham Lincoln, and George Washington.

Because of the impermanence of the names of living people as high frequency items in the general vocabulary, such names as Gene Autry and Hopalong Cassidy were excluded. Names of people, living or dead, who were prominent in the daily news will probably be in the technical lexicon if their claims to fame are newsworthy enough to be covered in the classroom (e.g., Eisenhower[4]). After these names were deleted, a set of 17 literary, fictional, and historical names remained (see Appendix A).

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[4]This name had high frequencies because Eisenhower was president of of the United States when some of the studies were made.

GEOGRAPHIC NAMES (APPENDIX B)

Although *The Almanac* (1972) remained the source, some of the inclusion criteria established for geographic names (Cronnell, 1971b, p. 15) were found to be unworkable, particularly with cut-off points too high to include many political and physical areas with names in general use. Most of the changes consisted of allowing for selectivity in more categories than had originally been specified (see Table 4, p.12). "Selective" means that two staff members reviewed all items in *The Almanac* in the category indicated, making subjective judgments about those that were important enough to be in general use. Their two lists were compared and items of disagreement reconsidered. After all deletions had been made, the category of names was established.

For instance, the inclusion of only those world cities with populations over 3,000,000 allowed the listing of Leningrad and Sao Paulo, but not Paris or Berlin. Therefore, the cut-off point was eliminated, and world cities were included only by selection. The same problems were encountered with rivers (i.e., the Yukon River, but not the Colorado River or the Hudson River). Clearly, the linear measure of a river is not the primary basis for judging its importance. The inclusion criterion for each of these was changed to be selective only. Because of our close association with our English-speaking neighbor, Canada, it was felt that names of Canadian cities might be in general use; thus a separate category was established for Canadian cities and their inclusion was selective.

The only other change was the addition of Bangladesh to the list of countries with populations over 20,000,000.

TABLE 4

SUMMARY OF INCLUSION CRITERIA FOR GEOGRAPHIC NAMES

A. Political areas		
1. countries		all with populations over 20,000,000
2. states		all U.S. states
3. U. S. territories		selective
4. provinces		all Canadian provinces and territories
5. cities	a.	U.S.: all state capitals
	b.	U.S.: all "Representative American cities" in *The Almanac*
	c.	Canada: selective
	d.	world: selective
B. Physical areas and features		
1. planets		all
2. continents		all
3. islands		selective
4. oceans, seas		selective
5. lakes		selective
6. rivers		selective
7. mountains		selective
8. deserts		selective

Note.--The source for all lists was *The Almanac*.

Also included were geographic names found in two or more general lexicon sources, but not listed with names taken from *The Almanac* (e.g., Holland, Bethlehem, Canada). All items found only in the fifth and sixth grades of Green et al. were excluded (cf. p. 8 above). A few additional words were too local to be in general use by all children in the United States (i.e., Canton, Cape Cod, Lancaster, Long Beach) and were deleted.

TRADE NAMES

There is no separate listing of trade names. The entry lexicon included three trade names which are used more and more as common nouns, i.e., Band-Aid, Coca Cola, and Kleenex. Two more such terms, no longer associated exclusively with a product, and qualifying under all criteria, are included in the general lexicon, i.e., Scotch tape and Ping Pong. Less than ten other trade names qualified, and these were clearly specific products (i.e., Wheaties and Sugar Jets). Some were names of items that are or will be obsolete (i.e., Studebaker and Tiny Tears), and several were specific current automobiles (i.e., Cadillac and Pontiac). Since the lexicon is intended for use in the development of instructional materials for children, it was not felt that such trade names would be needed.

HOLIDAYS

Holidays are an important part of the life of a child. Much school curriculum is built around them, and reading textbooks have long used them as story material. Christmas, Easter, Halloween, and

Thanksgiving were in the entry lexicon. Four more holiday names were found in two or more sources: Hanukkah[5] was added to the general list, and Christmas Eve, Fourth of July, and New Year were added to the phrase list. The remainder of our English holiday names are two-word phrases ending in either Day (e.g., Memorial Day) or Birthday (e.g., Lincoln's Birthday). In all but one instance (i.e., Arbor Day), the first words of the phrases, as well as the second words, are on either the entry or the general list, thus making reconstruction of the phrases possible.

PHRASES (APPENDIX C)

The importance of recognizing phrases in the description of vocabulary becomes more evident with each lexical study that the Activity staff undertakes. Both *The AHD* and *Webster's* recognize and list numerous phrases. Some words are listed only in phrase form and are, in a sense, bound to the other members of the phrase: e.g., according (to), artesian (well), cod-liver (oil), totem (pole). Other phrases contain words that can be used alone, but which have meanings that are no longer closely related to the individual words, particularly in the vocabularies of children (e.g., bulletin board, crab apple, french fries, pussy willow, sweet pea). Furthermore, it is probable that young elementary children often use a word only as part of a phrase. The word bulletin, as an independent word, is not found in any source until third grade; bulletin board is found in first grade, and would be learned early in the kindergarten year.

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[5]The alternative spelling (i.e., Chanukah) was not used because of the difficulty children would have with its nonconformity to the spelling-to-sound correspondences of English. Hanukkah is the Hebrew spelling.

Durr and Jacobs did not include any terms as phrases except a few compounds which the dictionaries list as two-word phrases. Rinsland included comparatively few phrases for such an exhaustive study (6,012,359 running words). Green et al. listed a proportionately high number of phrases, including many that would not usually be considered compounds (e.g., growing season, mud hole, raw material). Murphy and others, in their recording of children's oral speech, listed many phrases. Defining phrases is very difficult; even the dictionaries often do not agree. Also, phrases are no more static than the rest of language. With each succeeding edition of a dictionary, some phrases will have passed out of common usage and been deleted; others will have been added. Some phrases will have increased in usage to the extent that the parts are combined into one compound word. For example, *Webster's* lists as one word, boyfriend, but retains as a phrase, girl friend.

In spite of the limitations imposed by the difficulty in defining phrases and the omission of most phrases from the sources of children's writing and reading vocabulary, a list of 172 representative phrases (see Appendix C) was obtained on the basis of occurrence in at least two sources.

EXCLUSIONS

The Mod 3 lexicon includes as words many hyphenated items that were listed in one or both dictionary authorities. However, there were some classes of hyphenated terms, common in everyday speech, that were not recognized as one-word units by dictionaries.

Hyphenated numbers (e.g., twenty-one, fifty-seven, eighty-nine) and fractions (e.g., one-half, two-thirds, three-fourths) constitute infinite

sets, and were therefore excluded. The set of time words, while not infinite, was too large to be practical (e.g., two-thirty, four-twenty-two, ten-fifteen), and was excluded. Because of the varied sampling (some from oral, some from written, and some from reading vocabularies), such hyphenated terms would not be represented in all sources.

Another prolific set of hyphenated terms were those descriptive modifiers with -ed or -ing endings. Those found in the sources were combinations of noun-verb + -ed/-ing (e.g., ice-covered, coal-producing), adjective-verb + -ed/-ing (e.g., best-known, fast-moving), and adjective-noun + -ed (e.g., good-natured, long-legged). The few hyphenated items that were found in one or both dictionaries were of the adjective-noun + -ed combination (e.g., empty-handed, fair-haired, deep-rooted) but were each listed in only one source. An even smaller number had lost the hyphen and been fused into single words (e.g., laborsaving, sunbaked). This is an extremely productive construction in which the hyphen is really a punctuation convention used to avoid syntactic and semantic ambiguity in written language. For instance, in the phrase "light-colored box," the hyphen indicates that "light" refers to color rather than to the weight of a colored box.

There is yet another expanding set of items in which some prefixes and suffixes can be attached, without hyphen, to an inestimable number of free base forms (e.g., un-, -hood, -ness). The dictionaries cannot list all possible combinations, even in the extra listings at the bottoms of pages. The following are examples of words found in the sources, but not listed in either dictionary: unpainted, boyhood, bigness. There is no reason to

think that our sampling uncovered all such productive prefixes and suffixes. Since words for the Mod 3 lexicon were defined as those items which were listed in either *The AHD* or *Webster's*, such items as those above were excluded from the lexicon.

After all words and phrases from all sources had been examined and assigned to either the general list or an appendix, there was a residue of approximately 30 items. Having failed to qualify as words for this lexicon because they were not listed in either *The AHD* or *Webster's*, they were rejected (e.g , dreidel, bunniah, shadoof). Most were from Murphy and others, Green et al., and Jacobs. From Murphy's recording of children's oral vocabulary, we would expect to find some evidence of language irregularity (e.g., ascared, sitted, snuck) and language innovation (e.g., dressup and waggy). From Green et al.'s analysis of reading, social studies, and science textbooks, we might find some non-English words used in describing other cultures and some specialized words used in science technology. These possibilities might account for some items e.g., ahnighito, bunniah, fincas, petigrain, scandan, and shadoof. Jacob's study, in which children listed all the words they could think of for a 15-minute period, produced obvious misspellings which were corrected for the Mod 3 lexicon: e.g., alot, smokey, penquin, sandle, volumn. The child's intent was not clear in other words: e.g., blam, blut, cear, wist.

CONCLUSION

The compilation described above reflects a concentrated effort to obtain a comprehensive list of the general terms used by K-6 children. The sources for these terms were selected for their adequacy of sampling, variety of emphasis, and thoroughness of coverage. When it was discovered that contemporary vocabulary items were not adequately covered, an extensive study was undertaken to fill this gap. Finally, although there is no measurement of the passive, comprehension vocabularies of children, the Mod 3 general lexicon should prove to be a comprehensive and up-to-date representation of the speaking, writing, and reading vocabularies of children in grades K-6.

APPENDIX A

LITERARY, FICTIONAL, AND HISTORICAL NAMES

Buffalo Bill
Christ
Christ Child
Cinderella
Columbus, Christopher
Farmer in the Dell
Frosty the Snowman
Jack Frost
Kit Carson
Lincoln, Abraham
Little Bo Peep
Little Miss Muffet
Lord
Pilgrim
Puritan
Robin Hood
Washington, George

APPENDIX B

GEOGRAPHIC NAMES

A. Political areas

1. countries

Argentina
Bangladesh
Brazil
Burma
China
Egypt
England
Ethiopia
France
Germany
India
Indonesia
Iran
Italy
Japan
Korea
Mexico
Nigeria
Pakistan
Philippines
Poland
Russia
Scotland
Spain
Thailand
Turkey
United States
Vietnam

2. states

Alabama
Alaska
Arkansas
Arizona
California
Colorado
Connecticut
Delaware
Georgia
Florida
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Massachusetts
Maryland
Michigan
Minnesota
Mississippi
Missouri
Montana
North Dakota
Nebraska
North Carolina
Nevada
New Hampshire
New Jersey
New Mexico
New York
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Virginia
Vermont
West Virginia
Washington
Wisconsin
Wyoming

3. U. S. Territories

Canal Zone
Guam

Virgin Islands
Puerto Rico
Samoa
Wake Island

4. Canadian provinces and territories

Alberta
British Columbia
Manitoba
New Brunswick
Newfoundland
Northwest Territories
Nova Scotia
Ontario
Prince Edward Island
Quebec
Saskatchewan
Yukon Territory

5. Cities

a. state capitols

Albany
Annapolis
Atlanta
Augusta
Austin
Baton Rouge
Bismarck
Boise
Boston
Carson City
Charleston
Cheyenne
Columbia
Columbus
Concord
Denver
Des Moines
Dover
Frankfort
Harrisburg
Hartford
Helena
Honolulu
Indianapolis
Jackson
Jefferson City
Juneau
Lansing
Lincoln
Little Rock
Madison
Montgomery
Montpelier
Nashville
Oklahoma City
Olympia
Phoenix
Pierre
Providence
Raleigh
Richmond
Sacramento
St. Paul
Salem
Salt Lake City
Santa Fe
Springfield
Tallahassee
Topeka
Trenton

b. representative American cities

Albuquerque
Baltimore
Birmingham
Buffalo
Charleston
Chicago
Cincinnati
Cleveland
Dallas
Houston
Kansas City
Los Angeles
Louisville
Manchester
Memphis
Miami
Milwaukee
Minneapolis
Newark
New Orleans
New York
Omaha
Philadelphia
Pittsburgh

Portland
St. Louis
San Diego
San Francisco
Seattle
Washington, D.C.

c. Canadian cities

Montreal
Ottawa
Toronto
Vancouver

d. world cities

Amsterdam
Athens
Berlin
Buenos Aires
Cairo
Copenhagen
Dublin
Havana
Hong Kong
Jerusalem
London
Madrid
Manila
Mexico City
Moscow
Paris
Peking
Rio de Janeiro
Rome
Tokyo

B. Physical areas and features

1. planets

Earth
Jupiter
Mars
Mercury
Neptune
Pluto
Saturn
Uranus
Venus

2. continents

Africa
Antarctica
Asia
Australia
Europe
North America
South America

3. islands

Aleutians
Bahamas
Bermuda
Catalina
Cuba
Formosa
Great Britain
Greenland
Hawaiian Islands
Iceland
Ireland
Long Island
Manhattan
New Zealand
Staten Island
Tahiti

4. oceans, seas

Arctic Ocean
Atlantic Ocean
Caribbean Sea
Gulf of Mexico
Indian Ocean
Mediterranean Sea
Pacific Ocean

5. lakes

Great Lakes
Great Salt Lake
Lake Champlain
Lake Erie
Lake Huron
Lake Michigan
Lake Ontario
Lake Superior
Lake Tahoe
Salton Sea

6. rivers

Amazon River
Colorado River
Columbia River
Congo River
Danube River
Hudson River
Mississippi River
Missouri River
Nile River
Rio Grande
St. Lawrence River
Volga River
Yukon River

7. mountains

The Alps
The Andes
Appalachian Mountains
The Matterhorn
Mount Everest
Mount McKinley
Rocky Mountains
Sierra Nevadas

8. deserts

Death Valley
Mojave Desert
Sahara Desert

Additional geographic names found in two or more sources, but not included in lists from *The Almanac:*

America
Bethlehem
Broadway
Canada
Chile
Holland
Israel
North Pole

APPENDIX C

PHRASES

according to
air conditioning
Air Force
artesian well
atom bomb
atomic energy
baby sitter
baking powder
blast furnace
blast off
blue jay
bobby pin
boll weevil
booster shot
bow tie
Boy Scout
bulletin board
carbon dioxide
cash register
Christmas Eve
coast guard
cocker spaniel
cod-liver oil
commander in chief
conveyor belt
cook stove
corn bread
corn field
cottage cheese
cotton gin
cow girl
crab apple
Cub Scout
doll house
dry cell
dry ice
Empire State Building
fall line
finger painting
fire drill
fire escape
fire extinguisher
fire truck
first aid
fishing pole
fishing rod
flying saucer
fountain pen
Fourth of July
french fries
frying pan
girl friend
Girl Scout
gold rush
golf ball
good morning
good night
guinea pig
high school
home run
horse race
human being
ice skate
iron curtain
jack rabbit
jet engine
jet plane
jingle bells
jump rope

jumping jack
june bug
jungle gym
junior high
junior high school
kiddie car
knee sock
lamb chop
license plate
life buoy
lima bean
living room
log cabin
looking glass
lunch box
lunch pail
mail truck
maple sugar
merry Christmas
milk shake
milk truck
Milky Way
motion picture
moving picture
New Year
ocean liner
olive oil
once upon a time
orange juice
paint set
paper doll
parcel post
pine cone
pine tree
Ping Pong
polar bear
police car
polio shot
polka dot
polo shirt
pork chop
prairie schooner
punching bag
pussy willow
ranch house
report card
river bank
rocket ship
rocking chair
rocking horse
root beer
rubber band
safety pin
scarlet fever
school book
school bus
Scotch tape
sea breeze
sea gull
sea level
sea lion
sewing machine
shopping center
shut up
sleigh bell
sliding board
soda pop
space cadet
spark plug
spinning wheel
squad car
steam shovel
storm window
string bean
sugar cane

sweat shirt
sweet pea
swimming pool
take off
tap dance
tea set
teddy bear
Thanksgiving Day
tomato juice
tooth decay
totem pole
tow truck
trading post
trailer truck
trash can
tuna fish
two wheeler
United Nations
vacuum cleaner
Valentine's Day
wake up
walking doll
whooping cough
wood box
yellow fever

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